

Management of Competency Certification Assessment by Professional Certification Body of Tenganan Vocational High School Semarang Regency

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Abstract

Competency Certification Assessment is a process of assessing students against the fulfillment of the requirements set out in the certification scheme and providing recognition of competence to vocational high school students. Competence is a major part of Vocational High School students because it shows the workability of each individual which includes aspects of knowledge, skills, and work attitudes that are in accordance with the expected standardization. The purpose of this research is to find out: 1) planning of competency certification assessment, 2) competency certification assessment process, 3 follow-up competency certification assessment. The research uses qualitative methods which are used to examine natural objects, where the researcher is the key instrument. Using the type of phenomenology where the researcher's investigation is carried out on a program, event, activity, or process of a group of individuals. Researchers use interviews, observations, and data review of competency certification assessment. Based on the results of the study, it can be concluded that the management of the Competency Certification Assessment by the Professional Certification Body of Tenganan Vocational High School begins with planning and is divided into two types of planning, administrative or document planning, and facilities/infrastructure planning. Furthermore, in the Competency Certification assessment process using cluster installments, where assessment participants will take cluster fractions to get KKNI level II on a scheme that matches their major. The follow-up to the Competency Certification Assessment is the issuance of a certificate, where only the assessment participants who are declared competent will receive a competency certificate, and the last follow-up is the validation of the assessment process. Validation of the assessment pays attention to critical aspects, including the assessment process, methods/tools, evidence collected, and assessment decisions.

Keywords

competency certification assessment; professional certification body; vocational competency test



I. Introduction

Under Presidential Instruction Number 9 of 2016 concerning the revitalization of Vocational High Schools in the context of improving the quality and competitiveness of Indonesian human resources, the government takes the necessary steps according to the duties, functions, and authorities of each ministry, institution, State-Owned Enterprises, local government to improve the quality and competitiveness of human resources. As a result of the Presidential Instruction, the Ministry of Education and Culture made a Road Map for the development of Vocational High Schools, while also perfecting and aligning the Vocational High School curriculum with competencies according to the needs of using

graduates. Vocational high school graduates who are competitive and have vocational abilities are the main goal of the Presidential Instruction. Especially in the incessant ASEAN Economic Community which has a pattern of integrating the economy by establishing a free trade system or free trade between ASEAN member countries and also free workers to go in and out and work across ASEAN countries. Through the issuance of Presidential Instruction No. 9/2016, the government emphasized the need to revitalize Vocational Schools to improve the quality of Human Resources/HR. Human Resources (HR) is the most important component in a company or organization to run the business it does. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired (Shah et al, 2020). The development of human resources is a process of changing the human resources who belong to an organization, from one situation to another, which is better to prepare a future responsibility in achieving organizational goals (Werdhiastutie et al, 2020). The Presidential Instruction assigned the Ministry of Education and Culture to create a roadmap for the development of Vocational High Schools; perfecting and aligning the Vocational High Schools curriculum with industry-appropriate competencies, as well as encouraging Vocational High Schools to form a First-party Professional Certification Body in each Vocational High School so that Vocational High School graduates can be certified and gain recognition for their competencies to increase the competitiveness of graduates.

Competition for jobs is now increasingly fierce, especially for Vocational High School graduates, the number of job vacancies is not proportional to the number of job seekers, making it difficult for job seekers. Vocational high school graduates should be well absorbed by the industry, but what happened was the opposite. The industry cannot employ SMK graduates due to the lack of students' ability to meet industry demands (Annisa Fauzi et al., 2020).

Based on the August 2021 survey that the Open Unemployment Rate (OUR) according to education category, Vocational High School (SMK) graduates contributed the highest number compared to graduates of other education levels, which was 11.13 percent, while for high school graduates it was 9.09 percent, Middle school graduates are 6.45 percent, University graduates are 5.98 percent, Diploma I/II/III graduates are 5.87 percent, while the lowest OUR is at elementary school education (SD) and below, which is 3.61 percent (BPS, 2021).

Seeing this reality, the government continues to strive to improve the quality of vocational graduates, starting from improving supporting facilities and infrastructure, upskilling and reskilling vocational teachers, to increasing collaboration with industry.

The abilities possessed by Vocational High School graduates should be in line with industry needs because that is the function of "link and match" between Vocational High School and industry. There is an integration between the demand for skills needed by the industry and the supply of Vocational High School graduates who have the appropriate skills so that they can fill industry needs (Disas, 2018). Vocational High School graduates who enter the workforce should no longer need to be trained when they occupy positions according to their level of competence.

To evaluate the extent of the skills already possessed by Vocational High School students who will graduate, it is mandatory for Vocational High School to carry out a competency test. Competency testing is a series of activities carried out to collect relevant evidence against predetermined standards (Watson, 1994). Competency testing by Vocational High School is carried out to test students' abilities in terms of skills and

knowledge through direct practical observation methods according to the majors taken by these students. The competency test is a graduation requirement for vocational students because the special feature of vocational education is the skills of students according to their competencies or majors. The competency test assessment is adjusted to the Indonesian National Competency Standards (SKKNI) which is the formulation of work abilities covering aspects of knowledge, skills, and expertise as well as work attitudes that are relevant to the implementation of the duties and job requirements set. In order to realize these requirements, the Indonesian National Competency Standards are needed as a reference for the implementation of education and training as well as competency tests in the context of competency certification in certain sectors/fields of expertise (Suwarno & Ismanto, 2020). For Vocational High School alumni, the position level is packaged in the Indonesian (KKNI) level II in the operator position. With the adjustment of the vocational competency test instrument with the National Qualifications Framework, it is hoped that it will be able to answer the needs of the industry.

Vocational High School student certification is one of the important points in order to provide recognition of student competence and is also expected to be able to solve the problem of the high unemployment rate of SMK graduates. In addition, certification of vocational students is considered necessary as an increase in quality and competitiveness in order to face global work challenges in the era of the ASEAN Economic Community (AEC).

Based on this background, the researchers are interested in conducting research on "Management of Competency Certification Assessment by Professional Certification Body of Tenganan Vocational High School Semarang Regency".

II. Research Method

The research approach used in this research is a qualitative approach. Qualitative research methods are research methods used to examine natural objects, namely objects that develop as they are, are not manipulated by researchers and the presence of researchers does not affect the dynamics of the object (Sutama, 2019). In this type of research, the researcher is the key instrument. The research design uses a phenomenological research design where the researcher's investigation is carried out on a program, event, activity, process of a group of individuals. Phenomena are limited by time and activity. Researchers collected complete information using various data collection procedures based on a predetermined time.

Informants or persons/subjects who can provide information in research include the Head of the Professional Certification Body of Tenganan Vocational High School, Section Head of Certification, Section Head of Administration, Competency Assessors, Principals, Heads of Departments, and Students. The key informants in this study were the Head of the Professional Certification Body, the Section Head of the Certification, and the Section Head of the Administration. Data collection techniques are carried out through interviews, observations and documentation studies of the results of competency certification assessments. Data analysis was carried out through data presentation and drawing conclusions from the data from the competency certification assessment at Tenganan Vocational High School.

In qualitative research, the main research instrument is the researcher himself. To support researchers as research instruments, researchers must have theoretical provisions, so they are able to ask questions, analyze, photograph and construct the object under study to be broad and meaningful (Sugiyono, 2020). Because of this, the researcher has provided his experience in the field of research to be studied.

III. Result and Discussion

In the following discussion, an analysis of the description of the data that has been obtained through research will be presented with the main source being the data from the Competency Certification Assessment of Tenganan Vocational High School. The data description meant that in this study was to provide an overview of the research results.

Vocational Schools become an educational institution that are able to create students who have adequate competence, so the Vocational High School curriculum is starting to be aligned with the Indonesian Qualifications Framework (KKNI). In addition, by using the new paradigm curriculum, teaching and learning process in Vocational High School touches on three domains; attitudes, knowledge and skills. Learning in Vocational High Schools requires understanding both in terms of theory/knowledge and practice/skills, because theoretical understanding must be equipped with practical skills and vice versa practical skills must be balanced with theoretical understanding.

Vocational High Schools as one of the formal educational institutions in Indonesia, are also required to continue to follow and implement various curriculum changes within a certain period in accordance with government policies in the national education system. Vocational High Schools are different from general High Schools, especially the competence of graduates and their direct relationship to the work environment, the curriculum for vocational schools can never be separated from the conditions and industrial situations that continue to develop. Adjustment of the curriculum to the work environment and still based on the interests and needs of students, making the vocational school curriculum has a certain complexity, both in the process of preparation and implementation.

Professional Certification Body is an independent institution as the executor of professional certification activities that obtain a license from National Professional Certification Agency (Kismiyati, 2011).

Competency assessor is a person who has competence and fulfills the requirements to conduct and/or assess competency assessment in certain types and qualifications. The competency assessor levels are Competency Assessor Candidate, Competency Assessor and Lead Assessor. All assessors must have demonstrated their own competence in the particular competency standards being assessed.

Assessment participants are students who already have educational and training backgrounds that are relevant to the work competency standards to be assessed.

Competency Test Place is a place of work or other place that meets the requirements to be used as a place for conducting competency tests by the Professional Certification Body of Tenganan Vocational High School.

3.1 Planning of Competency Certification Assessment at Tenganan Vocational High School

The preparation stage is an important activity in planning the vocational competency test. Careful planning will result in good quality implementation. A well-prepared vocational competency test will also give good results. Vocational competency tests have an important meaning in Vocational High School. This is because the requirements for Vocational High School graduates have competence in their fields as evidenced by the existence of a certificate. This certificate is obtained through a vocational competency test (Saputro et al., 2017).

Planning for the competency test begins with the determination of clusters to be taken by Professional Certification Body of Tenganan Vocational High School in

accordance with the reference to the National Competency Standards scheme issued by the Directorate of Vocational Education. Clusters are fractions of the National Competency Standards Scheme which when all the clusters are combined as a whole it will become a National Competency Standards Qualification (in this case in Vocational High School it is the Level II Qualification Certification Scheme). The scheme is non-negotiable because Professional Certification Body of Tengeran Vocational High School must follow the scheme and may not create their own scheme.

Planning includes identifying what competency units will be tested. The planned equipment requires quantity and quality, verification machines, and supporting tools in accordance with the competencies to be tested and safety equipment and teachers who are proposed as assessors will be assigned (Kuntoro et al., 2019).

The next step is to make an assessment tool, at this stage it is carried out by a competency assessor. The making of assessment tools must be in accordance with the references issued by the National Professional Certification Agency (BNSP), but assessors are given the freedom to make test materials in accordance with the scheme framework that has been issued by the Directorate of Vocational Education.

The test material is validated between competency assessors crosswise so that when the competency test material is declared valid, it will be ratified by Professional Certification Body of Tengeran Vocational High School as Competency Test Material used in the competency test at a later stage. The next process is the verification of the Competency Test Place (TUK). The Competency Test Place is the place that will be used to carry out the competency test. The person responsible for carrying out the Competency Test Place verification is the Section Head of Certification and the process is directly delegated by the competency assessor. Verification using a check list that is made according to the needs of tools and materials in the Competency Test Material. The Competency Test Place must fulfill the entire verification check list so that it can be used for the implementation of the Competency Test. Competency Test Place that does not meet the verification may not be used for the Competency Test. Next, the competency test schedule will be determined by the Professional Certification Body of Tengeran Vocational High School and informed to the assessment participant.

3.2 Competency Certification Assessment Implementation Process

Assessment of learning outcomes in the competency learning system is basically a process of determining whether students are competent or not. The determination is done by comparing the evidence of learning outcomes (learning evidence) obtained by a student with the performance criteria (performance criteria) set on the competency standard (Budiyono, 2011).

Assessee (the assessment participant) are registered by the Vice Principal of Curriculum at Tengeran Vocational High School Professional Certification Body. The assessee fills out the APL 01 and APL 02 forms. The Professional Certification Body administration section recapitulates the results of the filling in the assessments and those who meet the requirements can do a Competency Test. The duration of the implementation of the competency assessment for each assessment depends on the duration of the time specified in the Competency Test Material. Competency assessments are carried out in workshops that have previously been verified. Implementation of competency certification must meet the requirements set by the National Professional Certification Agency that all activities have a scope of general requirements, including requirements for Certification Body, organizational structure, resources, records and information, certification scheme, certification process, and management system.

The assessment of competency certification assessment is carried out based on the passing criteria listed in the Competency Test Materials compiled in the Assessment Toolkit. The written test assessment process is carried out directly by the assessor by matching the assessment guidelines in the Competency Test Material.

The competency test assessment process is basically collecting evidence of the suitability of the competency assessment according to the Observation Check List on the Competency Test Material. The assessment participants carry out practical activities according to the questions in the Competency Test Material and the assessor only needs to tick column "C" (Competent) on the check list. If there is a Competency Unit that does not confirm the competence in the Competency Test Material, the assessor must tick "NYC" (Not yet Competent) on the check list.

Evidence collected may be direct such as observation of workplace performance, indirect such as formal testing, or supplementary such as references from written and oral test. Evidence is used by an assessor to make a judgement about whether the candidate is competent. It is the responsibility of the assessor to determine what and how much evidence is required to make the assessment judgement. The Professional Certification Body of Tengeran Vocational High School provide guidance on the types of evidence required, and further advice may be gained through moderation and industry consultation.

If it is necessary to dig further and confirm the competence of the participant, the assessor may make questions that support the observation by referring to the unit of competence and performance criteria in the Indonesian National Competency Standards.

The next stage is the decision making by the assessor, this stage is to determine whether the assessee can be called "Competent" or "Not yet Competent". The assessee is declared competent if all the columns on the Competency Test Material observation checklist are ticked "C" and the assessee is declared Not yet Competent if at least one of the columns on the observation checklist has a tick "NYC".

The competency-based assessment model requires binary results, "Competent" and "Not yet Competent", the assessment can be used in conjunction with competency determination and must be applied after a person is deemed competent. The grading scheme is used to minimize confusion and misinterpretation, so it should not include rubrics that are complex and difficult to interpret by students, assessors and industry (Skiba, 2020).

Basic principles of assessment are expected to present evidence; valid – a realistic example of the candidate's competence; authentic – the candidate's own work; current – a competent candidate at the moment; sufficient – sufficient for the assessor to make an assessment decision (Bedward & Rexworthy, 1999).

There are several obstacles that occur in the implementation of the assessment at The Professional Certification Body of Tengeran Vocational High School, the first is an obstacle from the assessment participants, when the participant does not provide his/her data correctly when writing APL 01, resulting in an identity writing error. Furthermore, during the assessment, there were several assessments who considered the certification process to be something that was not so important that it seemed that the assessment participants were not very ready to carry out the assessment. Then the next obstacle is very dynamic regulations from National Professional Certification Agency (BNSP), including several regulations that have a direct impact on changing the formats in the Competency Test Materials, for example, in 2018 to 2021 The Professional Certification Body of Tengeran Vocational High School has undergone three changes to the format related to Competency Test Materials, which This of course has an impact on the assessors themselves in learning and understanding the formats that change frequently.

3.3 Follow-up on Competency Certification Assessment

Certificate of Competence is a legal product that becomes legitimacy (proof of recognition) for the achievement of a person's ability to carry out certain jobs determined by the competent authority, based on agreed and established competency standards (BNSP, 2020).

Certificates are given to assessment participants who are declared or recommended competent by the competency assessors during the assessment process through AK 05 form, recordings of the assessment process. This recommendation must also have been passed through the plenary session of the committee to ratify whether the recommendation from the assessor is valid or not. Certificates are only given for those who are recommended to be competent, for those who are not competent, they are given passport skills or a statement that they have taken a competency certification assessment.

Assessment supervision is carried out to ensure that the assessment process is in accordance with assessment principles. Assessment principles including valid, reliable, flexible and fair must be applied in an effort to ensure the quality of the assessment results. The four principles of assessment are very important to achieve effectiveness in the competency certification system and competency-based training.

The descriptions of the four assessment principles are; Valid means; An assessment is considered valid if it assesses what should be assessed (competency standards). Reliable means; An assessment is considered reliable if the results are interpreted consistently from context to context and from person to person. Flexible means; An assessment is considered flexible if it can meet the needs of a range of contexts. An assessment is considered inflexible if it rejects previous learning outcomes or fails to allow a participant to be assessed. Fair means; An assessment is considered fair if it does not harm certain participants, and free from deviations.

A key aspect of assessment is the presence of quality evidence to make the assessment reliable. Evidence is a material collected in order to prove the achievement of the competency of the assessment participants as required by a number of competency standard units.

Types of evidence include; Direct Evidence; is evidence that provides clear information about the performance of the assessment participants. The form of this evidence is; actual performance product, the results of performance observations (in actual conditions or in simulated conditions). Indirect Evidence; is evidence information taken from the form; references, validation letters, photos of completed work, audio recordings, trophies or certificates, letters from customers/coworkers, production records, training notes. Additional Evidence; is additional evidence to direct evidence. Example; questions and answers, job recordings, training records.

Regarding impartiality management, the Professional Certification Body of Tengeran Vocational High School must document structures, policies and procedures to manage impartiality and to ensure that certification activities are carried out impartially. The Head of the Professional Certification Body of Tengeran Vocational High School must have a commitment to ensure impartiality in the implementation of certification activities. The Professional Certification Body of Tengeran Vocational High School must make a statement, which is unsolicited, accessible to the public, that the Professional Certification Body of Tengeran Vocational High School is aware of the importance of impartiality in the implementation of certification, managing conflicts of interest and ensuring the objectivity of the Professional Certification Body of Tengeran Vocational High School certification.

Assessment supervision is carried out by means of validation by competency assessors. Validation is a process that involves assessors who work together to review,

compare and evaluate the assessment process and assessment results related to the competency unit or competency units that are used as a reference in carrying out the assessment. This includes validation of assessment methods/tools, evidence collected using assessment methods/tools, and interpretation of evidence to make assessment decisions.

In implementing Assessment Validation, assessors do not only work according to the steps according to standards or SOPs, but must be able to work in real situations consisting of five competency dimensions; skills in carrying out tasks according to standard operating procedures (task skills), skills in managing related tasks (task management skills), problem solving skills (contingency skills), skills in following conditions/rules of the workplace environment (job/role environment skills), and skills adapting to conditions/workplace/context/other objects (transfer skills).

IV. Conclusion

Based on the result of this study, it can be concluded that the management of competency certification assessment by the Professional Certification Body of Tengeran Vocational High School through several stages.

a. Competency Certification Assessment Planning is divided into two types of planning, administrative or document planning and facilities/infrastructure planning.

1) Document planning begins with analyzing the number of competency assessment participants and determining the Level II Indonesian Qualification Framework scheme or cluster to be tested. After determining the scheme or cluster to be used, the Head of the Professional Certification Body of Tengeran Vocational High School will analyze the need for assessors, which will then be included in the competency certification assessment schedule.

Document preparation is an initial series that requires high administrative accuracy, in preparing this administrative document the head of the Professional Certification Body will delegate the Section Head of the Administration to prepare APL 01 form-Application for Competency Certification which will be filled out by the candidate, after the candidate meets the basic requirements, then fill out APL 02 (self-assessment form).

On the other hand, the Head of the Professional Certification Body will coordinate with assessors to prepare competency test materials according to the scheme or cluster that will be used, and reproduced according to the number of competency assessment participants. In addition to these documents, there are also a series of documents that must be prepared to support the process of implementing the competency certification assessment at Tengeran Vocational High School.

2) Facilities/infrastructure planning that begins with verification of the Competency Test Place by the Professional Certification Body of Tengeran Vocational High School, the competency test place used by the Professional Certification Body of Tengeran Vocational High School is the independent Competency Test Place, where the Competency Test Place is verified and designated as a verified Competency Test Place on a regular basis. The independent Competency Test Place must develop and maintain a quality management system in accordance with the provisions of the National Professional Certification Agency (BNSP) Guidelines. The Competency Test Place verification document includes the requirements for tools, materials, and test sites. Competency Test Place must meet the criteria stated in the verification sheet, Competency Test Place that does not meet verification may not be used in the competency certification assessment process.

- b. Implementation of Competency Certification Assessment by the Professional Certification Body of Tengeran Vocational High School using cluster installments, where assessment participants will take cluster fractions to get KKNI level II while being a student of Tengeran Vocational High School on a scheme appropriate to their major. The assessment carried out at the Professional Certification Body of Tengeran Vocational High School uses the performance method, the assessment participants must demonstrate their competence through direct practice which will be verified by the competency assessor, also added some additional evidence through written questions and oral questions, then the assessment process will then be carried out by the competency assessor based on APL 02, the assessor will verify or prove whether the assessment participant is competent through a performance process, the assessor is given full authority to decide whether the assessment is competent or not yet competent, which is then written or stated in the assessment report or AK 05 form and also the minutes of the assessment and as well as assessment records, all of which are written in detail by the competency assessor and then reported to the Professional Certification Body through the Section Head of Certification.

There are several obstacles that occur in the implementation of the assessment at the Professional Certification Body of Tengeran Vocational High School, the first is an obstacle from the assessment participants, when the participant does not provide his/her data correctly when writing APL 01, resulting in an error writing the identity on the certificate. The assessment participants also thought that the certification process was not so important that the assessment participants did not prepare themselves. Then the next obstacle is the frequent changes in the format of the Competency Test Materials by the National Professional Certification Agency (BNSP) and the impact on assessors to learn more and understand the changes in formats that often occur.

- c. Follow-up on Competency Certification Assessment

The first step of the follow-up to the Competency Certification Assessment by the Professional Certification Body of Tengeran Vocational High School is the issuance of a certificate, where only the assessment participants who are declared competent will receive a competency certificate with the Garuda logo. Assessment participants who are not competent will only get a skill passport.

The next follow-up is the assessment supervision process. Assessment supervision is carried out by competency assessors through FR.VA (Contributing to Assessment Validation), validation is carried out both before, during, and after the assessment. Assessment validation takes into account critical aspects, including the assessment process, methods/tools, evidence collected, and assessment decisions.

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